**Halifax County Schools - Elementary School Lesson Plan**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): August 29 – September 2** |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | I can learn how to be an independent reader  and writer.  I can ask and answer questions while I read to  be a better reader and writer.  I can set reading goals and work toward  achieving them. |
| **Content:**  Common Core Standards & Essential Standards | RL 3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. | **Technology Standards & Resources:** | [White Board Interactive Resources](http://web.ccsd.k12.wy.us/techcurr/teacher/smartboard.html) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | * How does our literacy routine work and help me learn to be a better reader and writer? * How can setting a goal support my learning? * Why is it necessary to refer to details and examples in a text when explaining what it means? * Why is it important to both ask and answer questions about what you read? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep  close by on a clipboard to refer to throughout  your whole group, collaboration, and small group instruction. As you listen to student talk  about their reading, use the question stems  to guide their thinking based on what you  are observing and hearing from them during  instruction.  [3rd Grade Reading Common Core Question Stems](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [3rd Grade Common Core Questions Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | question: a statement that asks for information  demonstrate understanding: show how you know  how something works or what it means.  text: words written to convey information  answer: response to a question using information  from the text to back it up.  details:bits of information that help a reader better  understand or visualize a story.  sequence: put events in order that they occur in a  story. | **Teacher Resources:** | [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit?usp=sharing)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  **Launch during first 2 weeks of school during time allotted for Small Group instruction.** | **Read to Someone**  **Use during small group instruction as a method of reading.**  Introduce during first small group sessions once groups have been formed using data and reading levels. | **Listen to Reading**  **Launch during first 2 weeks of school during time allowed for Small Group instruction.** | **Word Work**  **Launch during first 2 weeks of school during time allowed for Small Group instruction.** | **Work on Writing**  **Launch during first 2 weeks of school during time allowed for Small Group instruction.** |

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| **Monday**  **Subject Integration:**  Writing, Speaking and Listening, Language | **Whole Group** -  [Unit 1 Week 1\_3rd Gr. ELA Lesson\_Monday](https://docs.google.com/document/d/1pj0CNt2QuOWrkXMS9HKlBVuunUr_4AQ-TlP628zBzg0/edit?usp=sharing) | **Small Group** -  Use this time to launch: Read to Self, Listen to Reading, Work on Writing, Word Work (as students show independence and stamina)  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Tuesday**  **Subject Integration:**  Writing, Speaking and Listening, Language | **Whole Group** -  [Unit 1 Week 1 3rd Gr. ELA Lesson Plan\_Tuesday](https://docs.google.com/document/d/1C9LTBR-nj0gSqYS0cBaFWchxO7mF0fqmAAxrdB16OsA/edit?usp=sharing)  [Read to Self](http://www.olddailycafe.com/members/292.cfm)  [Read to Self Video](https://drive.google.com/file/d/0BzVOlP7PNhe6WEx6SDg4MEVrSHM/edit?usp=sharing)  [Good Fit Books PowerPoint](https://drive.google.com/file/d/0BzVOlP7PNhe6YjBWOG5FYXozREU/edit?usp=sharing) | **Small Group** -  Use this time to launch: Read to Self, Listen to Reading, Work on Writing (as students show independence and stamina)  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:**  Writing, Speaking and Listening, Language | **Whole Group** -  [Unit 1 Week 1 3rd Gr.ELA Lesson\_Wednesday](https://docs.google.com/document/d/1bB5Q5BF_raTa_I7YruuwwKSLgCKGFm-oVRvYWRdRVdo/edit?usp=sharing)  [Work on Writing I Chart](https://drive.google.com/file/d/0BzVOlP7PNhe6V1diUC1SSEJFZEk/edit?usp=sharing) | **Small Group** -  Use this time to launch: Read to Self, Listen to Reading, Work on Writing (as students show independence and stamina)  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:**  Writing, Speaking and Listening, Language | **Whole Group** -  [Unit 1 Week 1 3rd Gr. ELA Lesson Plan\_Thursday/Friday](https://docs.google.com/document/d/1ZQMTqK2SR2s8RgiJ6tUvqNXe6dW1lHpjfHj0fFues74/edit?usp=sharing) | **Small Group** -  Use this time to launch: Read to Self, Listen to Reading, Work on Writing (as students show independence and stamina)  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:**  Writing, Speaking and Listening, Language | **Whole Group** -  [Unit 1 Week 1 3rd Gr. ELA Lesson Plan Thursday/Friday](https://docs.google.com/document/d/1ZQMTqK2SR2s8RgiJ6tUvqNXe6dW1lHpjfHj0fFues74/edit?usp=sharing) | **Small Group** -  Use this time to launch: Read to Self, Listen to Reading, Work on Writing (as students show independence and stamina)  See The Daily 5 book By Gail Boushey and Joan Moser (provided by Halifax County Schools) | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |